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ABSTRACT

This report describes the planning, implementation, and evaluation of a coordinated staff development program to offer certified, non-degree credit to non-professional librarians from small public libraries. The program plan includes a course consisting of five 3-hour sessions covering the reference interview; interlibrary loan, government publications, and statistical tools; circulation and media services; children's literature; and issues affecting community libraries. Each session stressed the public services aspect of the topic being discussed. A summary of the course as it was implemented for 18 library staff members is given, the testing procedures are explained, and evaluation results are discussed. Student demographics are tabulated, including type of library, education, work experience, and library staff size. Each student completing the course was awarded 1.5 continuing education units (CEUs). Appendices include copies of the course outline and outlines for each session; the student survey form; and the course evaluation form. (THC)

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Continuing Education for the Personnel of Small Public Libraries: Program Development at the Iowa State University Library and its Public Services Course

(Iowa State University Library Series in Continuing Education; no. 2)

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The Course

The course was divided into five three-hour sessions, and met once a week for five consecutive weeks during September and October of 1983. The Office of Continuing Education handled registration but all sessions were held in the Iowa State University Library. The fee for the course was $57 for the five sessions or $15 for any individual session. One and a half sessions were devoted to reference and government publications; one-half session each was devoted to interlibrary loan, media, and circulation; and one session each was devoted to children's literature and a discussion of issues affecting community libraries. Each session stressed the public services aspects of the topic being discussed. Instructors were chosen from applications forwarded by Iowa State University Library staff and librarians from the public libraries in surrounding areas. Each application ascertained educational background, teaching experience, library work especially in public libraries and continuing education background activities. Many handouts were given out at each session so that students would have materials to take back to their individual libraries. Copies of the course outline and outlines for each session are included in Appendices 1 - 6. Upon completion of the course each student was awarded 1.5 continuing education units (CEU's).

Overall reactions to the course were very positive. Most of the participants felt they had increased their knowledge of the public service aspects of libraries. The main weakness cited was that the instructors tried to cover too much material and enough time wasn't available for actual hands-on experience.

The Students

Eighteen people attended some or all of the five sessions offered on public services topics; 14 registered for all 5 sessions. The backgrounds of these people and their levels of experience were quite varied. All but 4 of 14 participants were from libraries with staffs of 4 or less. About one-half of the participants came from small public libraries, several came from college or university libraries and the remainder came from the State Library of Iowa and private corporate libraries. The experience of these participants varied from 3 months to 30 years and their educational background ranged from 3 people who held MLS degrees to some with only high school education. All of the participants were extremely interested and attentive.

Student Demographics*

I.	Type of Library (17 of 17)	Number of Participants
	Public, Large	0
	Public, Small	9
	School	2
	Special	1
	State Library	3
	ISU	2
II.	Education (16 of 16)	
	MLS	3
	Some Graduate Work	0
	College Graduate	7
	Some College	2
	High School Graduate	4
III.	Work Experience (14 of 14)	
	Less than 2 Years	2
	2 to 5 Years	4
	6 to 10 Years	5
	11 to 15 Years	2
	Over 15 Years	1
IV.	Library Staff (13 of 16)	
	Less than 3	3
	3 to 10	7
	10 to 20	0
	More than 20	3

* Information compiled from a survey sent to each participant prior to first class. See Appendix 7.

Testing

In order to qualify for continuing education credit, the students had to successfully complete specific assignments which could be evaluated. To meet this requirement each participant was required to do the following:

1. Do a subject search in their library for sources available to answer given reference questions.
2. Describe the interlibrary loan or circulation policies of their library.
3. Devise a new idea for a children's program for their library or a new approach to media equipment for their library.
4. Write 2 questions relating to "issues affecting community libraries" panel which affected them directly.

Evaluation of the Class

Each student completed a course evaluation form on which they were to rate the course content and the instructors. The form was signed by the program coordinator and allowed the participants to evaluate each session they attended as well as the course as a total. [Appendix 8]. Students were also asked to point out the strong and weak features of the course in addition to making suggestions for future programs.

Comments on the stronger features of the course included the vast resources the librarian had to draw from, the enthusiasm, and the emphasis on asking questions to further exchange of ideas among librarians. Weaker aspects mentioned included the need for more time on each area and time on children's programming for upper elementary age students.

APPENDIX I

General Course Outline

Survey of Public Services

Room 53, ISU Library
All Sessions: 6:30 - 9:30 P.M.

Session I: September 13, 1983
1. The Reference Interview
   a satisfaction guarantee
2. The Basics - What are they -
   what to do if money allows

Session II: September 20, 1983
Interlibrary Loan, Government Publications
and Statistical Tools
1. Availability and access for interlibrary
   loan
2. Process to government publications
   we don't have
3. Necessary statistics

Session III: September 27, 1983
Circulation and Media Services
1. Circulation Systems - gearing
   to individual library needs
2. Media Equipment - Acessibility

Session IV: October 4, 1983
Children's Literature
1. Designing children's programming -
   including publicity
2. Choosing children's books -
   good reference tools

Session V: October 11, 1983
Issues Affecting Community Libraries -
Panel - questions and answer
1. Networking
2. Fee vs Non-Fee
3. Publicity
4. Discipline
5. Intellectual Freedom (censorship)
6. Freedom of information
7. Fund Raising
8. Community Analysis (confidentiality)

APPENDIX 2

Reference and Government Publications

Jan Fryer and Eleanor Mathews

I. Reference Sources

A. Bibliographies and Catalogs
1. Public Library Catalog
2. Books in Print
3. Children's Books in Print
4. Fiction Catalog
5. The Reader's Advisor
6. Booklist

B. Indexes and Abstracts
1. Reader's Guide to Periodical Literature
2. Magazine Index
3. Essay and General Literature Index
4. Short Story Index
5. Granger's Index to Poetry
6. Play Index
7. Des Moines Register Index

C. Encyclopedias
1. The New Encyclopaedia Britannica
2. The Encyclopedia Americana
3. Colliers Encyclopedia
4. World Book Encyclopedia

D. Current Statistical Sources
1. World Almanac and Book of Facts
2. Information Please Almanac Atlas and Yearbook
3. Statistical Abstract of the United States
4. State and Metropolitan Area Data Book
5. Statistical Profile of Iowa
6. Europa Year Book
7. Statesman's Year-Book
8. Historical Statistics of the United States, Colonial Times to 1970

E. Handbooks and Manuals
1. Guiness Book of World Records
2. Famous First Facts
3. Occupational Outlook Handbook
4. Robert's Rules of Order
5. The New Emily Posts Etiquette
6. Webster's Secretarial Handbook
7. United States Government Manual
8. Consumer Reports Buying Guide
9. Familiar Quotations
10. A Manual of Style
11. A Manual for Writers of Term Papers, Theses and Dissertations

F. Directories
1. National Five Digit Zip Code Directory and Post Office Directory
2. Encyclopedia of Associations

3. Congressional Directory
4. Congressional Staff Directory
5. Directory of Iowa Manufacturers
6. Barron's Profiles of American Colleges

G. Biographical Sources
1. Webster's Biographical Dictionary
2. Current Biography
3. Who's Who in America

H. Dictionaries
1. Webster's New International Dictionary of the English Language
2. Webster's Third New International Dictionary
3. Random House Dictionary of the American Language
4. American Heritage Dictionary of the English Language, New College Edition
5. Webster's New World Dictionary of the American Language
6. Webster's New Collegiate Dictionary
7. Dictionary of American Slang
8. Webster's New Dictionary of Synonyms
9. Roget's II: The New Thesaurus

I. Geographical Sources
1. The New York Times Atlas of the World
2. Rand McNally Road Atlas
3. The Times Atlas of World History
4. Webster's New Geographical Dictionary
5. Mobil Travel Guides

J. Medical and Legal Sources
1. Basic First Aid
2. New Illustrated Medical Encyclopedia for Home Use: A Practical Guide to Good Health
3. Current Medical Diagnosis and Treatment
4. Current Therapy
5. Family Legal Advisor
6. The Complete Guide to Everyday Law
7. Handbook of Everyday Law
8. Code of Iowa

II. Sources of Information about Reference/Government Publications

A. Guides

1. New Guide to Popular Government Publications for Librarians and Home Reference
2. Reference Books: A Brief Guide
3. Reference Books in Small and Medium-sized Libraries

B. Book Reviews

1. The Booklist
2. Library Journal
3. Wilson Library Bulletin

C. Textbooks
1. Fundamental Reference Sources
2. The Librarian and Reference Queries: A Systematic Approach
3. Introduction to Reference Work
4. Introduction to U.S. Public Documents
5. Finding Facts: Interviewing, Observing, Using Reference Sources
6. From Press to People: Collecting and Using U.S. Government Publications

APPENDIX 3

Interlibrary Loan

Rod Henshaw

I. ILL - An Essential Service
   A. History
   B. ALA ILL Code
   C. Networks

II. The ILL Process
   A. Taking a Request
   B. Verification
   C. Receiving/Check-In
   D. Circulation
   E. Returning Material

III. Filing Systems
   A. Files
   B. Forms

IV. Overdues

V. Policy Statements

APPENDIX 4

Circulation

Jon Noland

I. Handling Data
   A. Forms and Formats
   B. Case Studies

II. Interpersonal Relations
   A. Developing Relationships
   B. Case Studies

III. Resolving Conflicts
   A. Types of Problems
   B. Types of Reactions
   C. Case Studies

IV. The Latest Technological Systems
   A. What's available and what's practical
   B. Case Studies
   C. Tour

APPENDIX 5

MEDIA: Materials and Equipment

Jamie Wright Coniglio

I. Types of Service
   - A. Community Analysis
   - B. Objectives of Library
   - C. Objectives of Department

II. Selection Criteria
   - A. Authenticity
   - B. Appropriateness
   - C. Scope
   - D. Interest
   - E. Organization
   - F. Technical Aspects
   - G. Special Features
   - H. Physical Characteristics
   - I. Library Potential
   - J. Selection Aids
   - K. Cost

III. Selection Aids

IV. Types of Media
   - A. Still Projection Media
   - B. Motion Projection Media
   - C. Audio Materials
   - D. Flat Graphics
   - E. Three Dimensional
   - F. Programmed materials
   - G. Computer materials
   - H. Vertical File Materials

V. Organization of Media Materials
   - A. Accessing
   - B. Dewey
   - C. AECT Guidelines
   - D. Labelling/Storage

VI. Media Resources
   - A. AEA
   - B. State Library
   - C. ISU/UI

APPENDIX 6

Children's Literature

Carol Elbert

I. Resources for Planning Children's Programs

II. Selected Sources for Children's Materials

III. Children's Materials: Book Selection Aids

- A. Professional Journals
  1. Booklist
  2. Bulletin of the Center for Children's Books
  3. Horn Book Magazine
  4. Publisher's Weekly
  5. School Library Journal
- B. Bibliographies
  1. The Book Finder
  2. Children's Catalog

IV. Books to Share

- A. Babies and Children up to age 3
- B. Children ages 4 to 6
- C. Children over 6

V. Favorite Fingerplays

VI. Flannelboard Fun

VII. Books for Parents

VIII. Publicity

- A. Suggestions for publishing library programs
- B. References on Library Publicity
  1. Free Publicity: A Step By Step Guide by Dave Knesel
  2. Library PR News

APPENDIX 7

Participant Information Sheet

INFORMATION ABOUT YOU

Your Name:

Your Library Address: Human Services Library, Faith Baptist College (2), Rolfe (2), State Library (3), ISU (2), Norwalk; Pioneer Heritage Library, LeGrand; Ankeny; Newton; Iowa Falls (2); Huxley

What are your duties? (describe briefly)

How long have you worked in the Library? Range 3 months to 20 years Average 7.7 years

How long have you been in your present position? Range 3 months to 15 years Average 4.5 years

What other library work experience have you had?
School librarian, ILITE, OCLC, Reference librarian at Purdue
Librarian - United Fruit Co., Public library, Biological Research Library

What is your educational background?

3 MLS	2 some college
____ other graduate work	4 high school graduate
7 college graduate	____ some high school

Have you ever attended classes or workshops in reference, government publications, or public services? If yes, please describe.

INFORMATION ABOUT YOUR LIBRARY

What is the size of the population served? Range 400 - 191,000

How many hours/week is the library open? Range 12 - 80 Average 38.0

How many staff members are there? Range 2 - 30

What is the total annual budget? $8,500 - $114,265

How much of it is allocated to public services? to reference?

Please answer the following questions as they relate to public services in your library.

REFERENCE/INFORMATION SERVICES/GOVERNMENT PUBLICATIONS

Who uses reference/information services in your library?

- 4 business people in the community
- 2 stock market investors
- 11 students (college, high school or junior high)
- 6 club or organization committee members
- 4 town, city, county, or state government employees
- 5 hobbyists
- 7 genealogists and local history buffs
- 7 general adult population
- ____ other, please describe
  1. farmers
  2. college instructors
  3. young children - school reports
  4. department personnel only

What questions are most often asked? (list up to 10 - you may use the back of this sheet)

How many questions are answered in a year's time? 50 - 500 or 600

How many titles are there in the reference collection?

How much of the total annual budget is allocated for purchasing materials for the reference collection?

Does your library have a separate reference/information desk? Yes 3 No 6
(For example, separate from where materials are checked out to patrons)

If so,

How many hours/week is it staffed? 40+

Who staffs it? (Give a number for each)

professional librarians 1, 2
paraprofessionals 3, 3
clerical employees 0, 0

Does your library answer reference questions on the phone? (Describe users and questions).
All said "yes"

INTERLIBRARY LOAN

On the average, how many interlibrary loan requests does your library place per month?
Range 2 - 50 Average 12.75

Which of the following verification tools does your library own?

4 NUC (National Union Catalog)	2 OCLC
4 CBI (Cumulative Book Index)	5 Library Journal
9 BIP (Books in Print)	2 Publishers Weekly
	1 Book List

Does your library have a written interlibrary loan policy?
Yes 7 No 6

Do you pass on to your patron the charges levied by other libraries? i.e. postage, photocopy charges, etc.
Yes 6 No 7

Do you have a copy of the American Library Association's Interlibrary Loan Code?
Yes 5 No 7 ? 1

CIRCULATION

Approximately how many books per year do you circulate?
Range - 1400 to 122,00

Do you have a manual or automated circulation system?
all manual

What do you do if a patron refuses to pay a fine?
Put on school bill - 2; send overdue notice - 2; nothing - no fines - 2;
Refuse check out service for 1 year - 4

How do you handle problem patrons? (What are some of your problems?)

The library board - 2
Send to head librarian
Remove from library
Rowdy school children
People who move away
People who insist they returned something they didn't
People who aren't eligible to borrow
Noise

MEDIA

List the types of Media equipment you work with: overhead projector
4 - 16mm projector reel to reel 2 - cassette player
2 - newspapers on microfilm VCR Apple II 2 - slide projector

List the Media Services you use to acquire media for your patrons: (e.g. State Library, Regional Library, Extension Service, etc.)
5 - State Library
4 - Regional Library

List the types of Media Programs you offer through your library.
microfilm computers films - 16mm

About what kinds of media do you feel you need to know?

CHILDREN'S SERVICES

What types of special programs does your library offer?
summer reading - 8 , story hour or craft hour - 3, visit schools - 2

Who handles this programming?

Does the same person choose your children's books? Yes - 3 No - 3

What is your budget? most said it's not separate

What types of information would you like to gain from this session?
Storytelling with puppets
How to week books
Recommendations for Leisure Reading for 8 - 14 year olds - 3

Issues affecting community libraries - Panel

The following topics were advertised in the course outline for discussion.
(Please rank) 1 = most important

2.5 Networking	4.3 Discipline (problem patrons)
3.0 Fee vs Non-Fee	3.3 Intellectual Freedom (censorship)
2.4 Publicity	4.4 Freedom of information

List others of interest to you.
Where does a small library go to get grants?

Are there any special materials or topics you would like discussed in any of the sessions? (e.g. materials and philosophy on answering legal and medical questions.) Please list them.

Are there any particular services you would like to see demonstrated?
(e.g. computerized literature searches, OCLC, Media equipment, etc.)
6 3 3

APPENDIX 8

EVALUATION - SURVEY OF PUBLIC SERVICES

Chairperson - Diana Shonrock

Your reactions and comments will help us determine whether our course meets your needs and interests. To guide us in planning future programs, please give us your opinion on the design, presentation and value of this course. Circle the number which best expresses your reaction to each of the items in the first section and for the sessions you attended. Additional comments not covered by the questions are welcomed. You may sign this but it is not necessary.

Overall Course Evaluation	average	Number of respondents = 14
1. The goals/objectives of the course were:	6.4	Clearly Evident 7 6 5 4 3 2 1 Vague
2. The organization of the course was:	6.2	Excellent 7 6 5 4 3 2 1 Poor
3. The ideas and activities presented were:	6.2	Very Interesting 7 6 5 4 3 2 1 Dull
4. The scope (coverage) of the course was:	5.6	Very Adequate 7 6 5 4 3 2 1 Inadequate
5. My attendance at this course should provide:	5.3	Very Beneficial 7 6 5 4 3 2 1 Of No Benefit
6. Overall, I consider this course:	6.1	Excellent 7 6 5 4 3 2 1 Poor
7. Overall, the speakers were:	6.2	Outstanding 7 6 5 4 3 2 1 Below Average

Reference and Government Publications (Eleanor Mathews and Jan Fryer) Number of respondents=

	average	
1. Speaker preparation	6.5	Well Prepared 7 6 5 4 3 2 1 Little Preparation
2. Speakers knowledge of subject	6.7	Broad and Accurate 7 6 5 4 3 2 1 Lacks Knowledge
3. Speakers attitudes	6.5	Enthusiastic 7 6 5 4 3 2 1 Uninterested
4. Speakers ability to express thoughts.	6.5	Organized and Easy to Follow 7 6 5 4 3 2 1 Meaning Almost Never Clear
5. Handouts	6.7	Very Helpful 7 6 5 4 3 2 1 Useless

Interlibrary Loan (Rod Henshaw)

Number of respondents = 11

	average							
1. Speaker's preparation	6.0	Well Prepared	7	6	5	4	3	2	1	Little Preparation
2. Speaker's knowledge of subject	6.7	Broad and Accurate	7	6	5	4	3	2	1	Lacks Knowledge
3. Speaker's attitude	5.8	Enthusiastic	7	6	5	4	3	2	1	Uninterested
4. Speaker's ability to express thoughts	6.2	Organized and Easy to Follow	7	6	5	4	3	2	1	Meaning Almost Never Clear
5. Handouts	5.8	Very Helpful	7	6	5	4	3	2	1	Useless

Circulation (Jon Noland)

Number of respondents = 12

1. Speaker's preparation	6.1	Well Prepared	7	6	5	4	3	2	1	Little Preparation
2. Speaker's knowledge of subject	6.5	Broad and Accurate	7	6	5	4	3	2	1	Lacks Knowledge
3. Speaker's attitude	6.5	Enthusiastic	7	6	5	4	3	2	1	Uninterested
4. Speaker's ability to express thoughts	6.4	Organized and Easy to Follow	7	6	5	4	3	2	1	Meaning Almost Never Clear
5. Handouts	5.3	Very Helpful	7	6	5	4	3	2	1	Useless

Media (Jamie Coniglio)

Number of respondents = 12

1. Speaker's preparation	6.6	Well Prepared	7	6	5	4	3	2	1	Little Preparation
2. Speaker's knowledge of subject	6.7	Broad and Accurate	7	6	5	4	3	2	1	Lacks Knowledge
3. Speaker's attitude	6.8	Enthusiastic	7	6	5	4	3	2	1	Uninterested
4. Speaker's ability to express thoughts	6.7	Organized and Easy to Follow	7	6	5	4	3	2	1	Meaning Almost Never Clear
5. Handouts	6.3	Very Helpful	7	6	5	4	3	2	1	Useless

Number of respondents = 12

Children's Literature Carol Elbert)	average							
1. Speaker's preparation	6.9	Well Prepared	7	6	5	4	3	2	1	Little Preparation
2. Speaker's knowledge of subject	6.9	Broad and Accurate	7	6	5	4	3	2	1	Lacks Knowledge
3. Speaker's attitude	6.9	Enthusiastic	7	6	5	4	3	2	1	Uninterested
4. Speaker's ability to express thoughts	6.8	Organized and Easy to Follow	7	6	5	4	3	2	1	Meaning Almost Never Clear
5. Handouts	6.8	Very Helpful	7	6	5	4	3	2	1	Useless

Panel (Claudya Muller, Cynthia Cummings Watson and Mary Quam) Number of respondents = 8

1. Speakers knowledge of subject	6.3	Broad and Accurate	7	6	5	4	3	2	1	Lacks Knowledge
2. Speakers attitude	6.1	Enthusiastic	7	6	5	4	3	2	1	Uninterested
3. Speakers ability to express thoughts	6.6	Organized and Easy to Follow	7	6	5	4	3	2	1	Meaning Almost Never Clear

The stronger features of the course were: _____

_____

_____

_____

The weaker features were: _____

_____

_____

_____

Suggestions for future programs: (subjects, speakers, approaches, locations, etc.)_____

_____

Location, day and time were: _____

General Comments: _____

_____